DOCUMENT RESUME

ED 103 590 CE 003 155

TITLE	Career Development: Pupils Potentials Labs [and Who Am I?].
INSTITUTION	Minnesota Environmental Sciences Foundation, Inc., Minneapolis.; Robbinsdale Independent School District 281, Minn.
SPONS AGENCY	Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE	Aug 72
NOTE	43p.; For other components of this career program see CE 003 152-156
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Career Education; Directories; *Guidance Programs; Human Resources; *Junior High Schools; *Resource Staff Role; Resource Teachers; Self Actualization; Self Evaluation; Student Needs; *Student Teacher Relationship; Teacher Developed Materials; Vocational Development
IDENTIFIERS	*Career Exploration

ABSTRACT

The document consists of four sections: a sample directory, a Pupils Potentials Lab (PPL) staff packet, PPL student packet, and a personal inventory entitled "Who Am I?" The directory lists 119 resource teachers available to Hosterman Junior High School students and correlates their names to a job index and interest index. The objective of the PPL approach is to establish a career guidance program that fosters a student-resource staff member counseling relationship, providing a structure for student-staff interaction. The PPL is designed to offer the student the opportunity to discuss with the persons of his choice topics of interest to him which may lead to greater insight into discovering more about himself. The staff packet discusses career development at the junior high school level, the rationale and objectives of the PPL approach, the setting, success factors, teacher and student activities, resources, and bibliography. The PPL student packet utilizes the same format as the teachers' packet. The final section, "Who Am I?", introduces the student to the career exploration concept by offering a checklist for self-evaluation. (MW)

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CAREER DEVELOPMENT

PPL

DIRECTORY

HOSTERMAN
JUNIOR HIGH SCHOOL

LE 003155

PUPILS POTENTIALS LABS DIRECTORY

THIS IS A DIRECTORY THAT INCLUDES MOST OF THE ADULT WORKING STAFF AT HOSTERMAN JUNIOR HIGH SCHOOL.

THE THREE INDEXES ARE LOCATED IN THE FRONT OF THE DIRECTORY AND ARE ORGANIZED BY NAME, OCCUPATION, AND INTEREST. THE NUMBERS IN THE INDEX ARE NOT PAGE NUMBERS, BUT HAVE BEEN ASSIGNED TO STAFF MEMBERS ACCORDING TO THE ALPHABET.

THE DIRECTORY LISTING FOR EACH PERSON IS SHOWN IN THIS FORM:

1.
A. Last name, first name or initial
B. Current position at Hosterman
C. Training and/or education
D. Interests or hobbies
E. Past work experiences

The letters A - E represent these categories. The numbers are the index numbers.

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SAMPLE

1. A. Achter, Martha G.; B. Teacher, English grade 8; C. --; D. Kiteflying, sailing, skiing, cooking, sewing; E. factory assembly, store clerk.

2. A. Acker, Richard H.; B. Math teacher; C. college degrees in math, science, administration and industrial relations; D. Swimming, fishing, hunting, dog training, science fiction, jackknife carpentry; E. block tender, bakery worker, production line, gas station attendant, recreational supervisor, cab driver.

3. A. Laura Amparan; B. 8th grade Speech; C. B.S. Sec. Ed. at U. of Texas at El Paso; D. drama, dance, horseback riding, mental retardation, Christian activities; E. salesgirl - Walgreens and Penny's, PBX (switchboard) operator, at a Ford dealership.

4. A. Arndt, Marcia; B. Teacher - math - grade [redacted] math education; D. sewing, furniture refinishing, needlecraft (e[redacted] needlepoint, crewel); E. assistant in florist shop, recepti[redacted]nist in office bu[redacted], PBX operator.

5. A. Arthur, Mary Kay; B. Teacher - math [redacted]ath B.A., swimming; D. canoeing, backpacking, anything in the ou[redacted] swimming; E. teacher, camp counselor, swimming instructor, grocery s[redacted]erk, cafeteria worker, and waitress.

6. A. Bagley, Robert; B. Science tea[redacted]nde; C. Science, physical education, social studies; D. fish[redacted], golf, all sports, nature study (special interest on birds and bird houses [redacted]wild plants); E. truck driver, railroad gang (gandy dancer), soda jerk, poultry house, packing house worker, freezer worker, painter, tree [redacted] construction worker.

7. A. Baier, Neil E.; B. Teach[redacted]tudies; C. B.S. St. Cloud, M.S. St. Cloud; D. hunting, c[redacted]ing, and yard work; E. furniture delivery, machine operator, lathe[redacted]ill press, etc., clothing sales, beverage sales, dormitory directo

8. A. Balk, Donald R.; B. [redacted]irector; C. vocal and instrumental music B.M.E and 1 year graduate work, [redacted]oin collecting, woodworking, flying, swimming, motorcycling, mu[redacted]. gardeni[redacted] E. swimming instructor and waterfront director, band and drama [redacted]nd chorus, band and orchestra, organized and directed Hammond Area [redacted]tra, serving 18 area schools, director of church choir.

9. A. Bartley, D. Craig, [redacted]eacher - English 7th grade; C. B.A. Education, English, Co[redacted]e, M.A. [redacted]ducational Administration; D. music, church, union, cooking, ESP, psychology, speech making, civil rights, communes, reading, movies, journalism.

10. A. Boline, Shirley; B. Teacher - special education; C. Elementary education, education of men[redacted]ally retarded; D. needlework, camping, canoeing; E. store clerk, inventory clerk; factory work, silk screener.

SAMPLE

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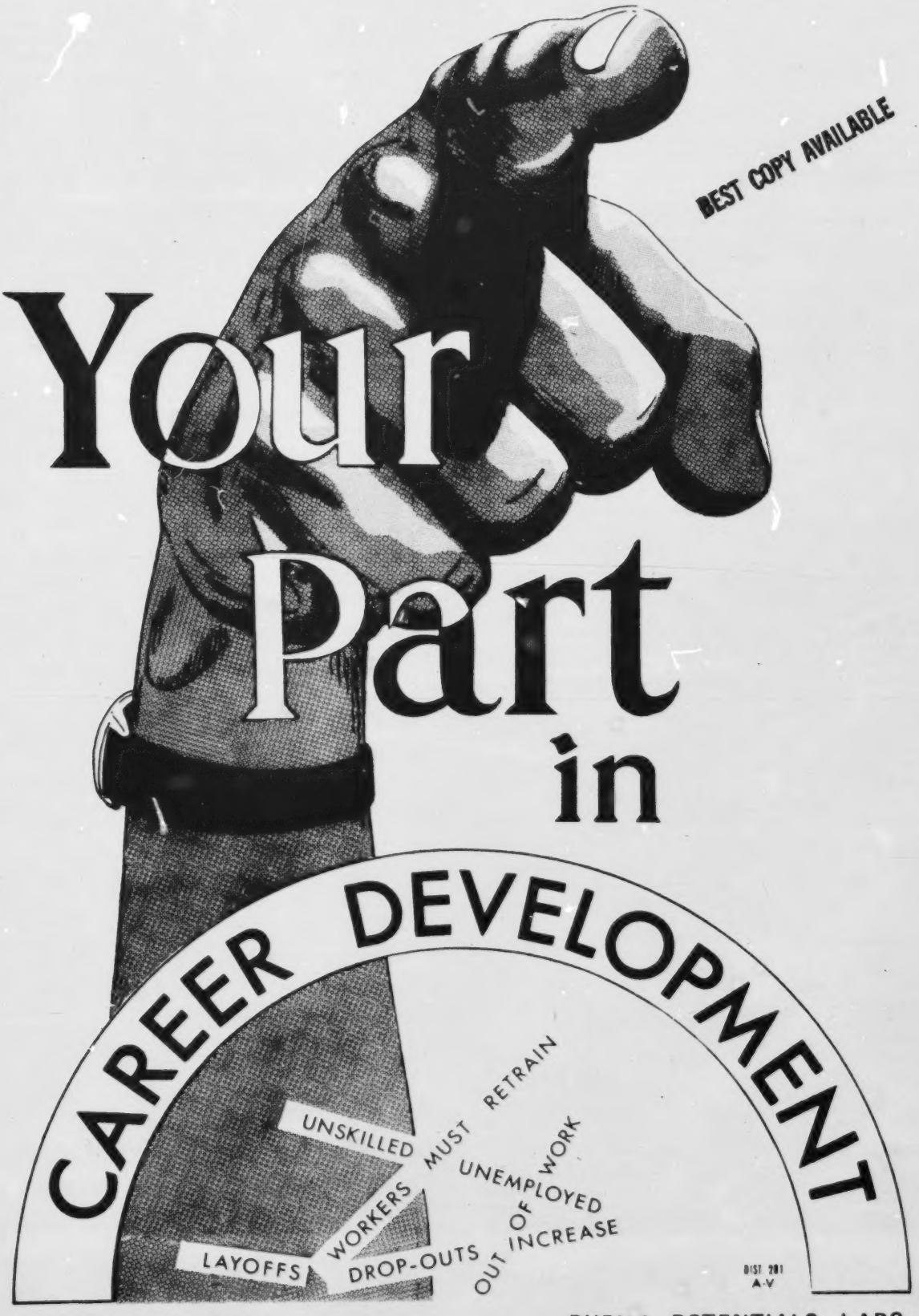
Your Part in



HOSTERMAN JUNIOR
HIGH SCHOOL

PUPILS POTENTIALS LABS
STAFF

CAREER DEVELOPMENT

Pupils Potentials Labs -- Staff Packet

Robbinsdale Area Schools
Independent School District 281
August, 1972

Developed by the Hosterman Junior High
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Funded as a Joint Project of the Minnesota
Environmental Sciences Foundation, Inc.,
and Independent School District 281.

For their cooperation and support of Hosterman's
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PHILOSOPHY OF EDUCATION

It is the fundamental belief of the faculty of Independent School District 281 that education in a democratic society should provide an environment in the public schools which will enable the pupils to acquire information, skills, and knowledge; worthy ideals and attitudes; and appreciations and understandings conducive to successful and fruitful living in a changing world. Inherent in this concept of education is the provision for self-realization according to individual needs, interests, and abilities.

The school as an institution of our social order is organized to promote and perpetuate the fundamental aims, purposes, principles, and objectives of our democratic society. It is the function of the public school in a democratic society to take the children of all the people at the level at which they are and develop their abilities to the greatest extent through all school activities.

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CAREER DEVELOPMENT AT HOME AND IN THE SCHOOLS

Quotes such as those seen on the cover have been almost impossible to avoid; they have been heard on television, radio, and on the streets. Written material revolving around an occupational topic is increasing at a geometric rate, yet with all this publicity, the career casualty list is increasing.

Career casualties are not born, but are a product of a rapidly changing society. The experiences of life in and out of the classroom have helped few to master a skill which is salable in the marketplace of industry. One need only look at the number of unemployed to discover that a large portion of the unproductive labor force has just been released from our educational systems.

True problem solutions can occur only if the early causal events are corrected. The potential to implement meaningful career development programs does lie within the realm of the home environment and public education.

It is imperative that a curriculum revision occur and it must recognize that the world of work is not static, but is increasingly fluid. Curriculum experiences provided need to be inter-disciplinary or, better still, non-disciplinary in nature.

The student must be allowed to discover through interesting and meaningful (to him) activities that planning for career choices and maintenance is an on-going process. It is made easier by recognition of employment trends, understanding academic and psychological abilities necessary for employment, and utilizing the professional help that exists within the school and the community.

Career development is essentially a process of relating self to occupations. In the exploration and discovery stages, the student should consider broad occupational areas. Part of this process means discovering occupations in which one utilizes his abilities and experiences the consequences of achievement.

Usually, the student, with supportive and explorative guidance, does a reasonably good job of developing self-confidence in relation to selecting those experiences which appear to be in keeping with his interests and aptitudes. Frequently, adults create frustrating situations by attempting to drive instead of guide learning activities. The best learning situation leading to proper career selection and preparation is an occupational environment incorporating assistance from those who are able to help the student clarify his interests and aptitudes.

The roles of the parent and staff member becomes very important if these experiences are to take place in a home and school setting. Being a facilitator in a strongly child-centered learning approach is necessary if the child is to realize where his abilities and weaknesses lie in all aspects of life.

CAREER DEVELOPMENT AS IT PERTAINS TO THE JUNIOR HIGH STUDENT

CAREER DEVELOPMENT IS

an opportunity for the student to learn t know himself better and view himself as a worthwhile person at school, at home, and in society.

a concept that leads toward the total growth and development of today's young person.

an exploration of student's attitudes, interests, and values and how these will relate to career opportunities.

a means of broadening the scope of a student's experiences and developing his individual potentials.

a means of integrating occupational goals with academic goals throughout the entire curriculum.

an aid in understanding and discovering the expectations of the world of work.

a long term process, exposing the student to the world of work as a meaningful educational experience, which may continue throughout an individual's life span.

PUPILS POTENTIALS LABS -- DEFINITION AND RATIONALE

Pupils Potentials Labs will provide the structure by which student-staff interaction will take place. The term staff is meant to include teachers, administrators, counselors, social worker, psychologist, police liaison officer, cooks, custodians, bus drivers, secretaries, aides, and any interested community persons. Specific periods of time will consistently be set aside within the daily structure to allow the student an opportunity to learn more about himself and his abilities as related to career potentials.

The need for a program such as this is exemplified by the following:

- Ninety percent of the careers available are unknown to high school graduates.
- Seventy-five percent of the students graduate with a training disadvantage.
- Twenty percent of our high school graduates complete college educations and our high schools are primarily college orientated.
- Students now in junior high must plan to retrain for jobs five to seven times in their lifetime.
- Students, through lack of job experiences, have not had the opportunity to develop sound work attitudes.
- Today's youth fail to see the need for assessing their interests and abilities as related to career opportunities at the junior high level.

The junior high student of today needs to concern himself with the following in order to gain maximum benefit from high school programs and on-the-job experience:

- More information concerning the world of work and job clusters.
- Better assessment of his interests and abilities.
- An opportunity to develop or initiate proper work attitudes through discussion with experienced workers and participation in other career-related activities.

The Pupils Potentials Labs will offer the student the opportunity to discuss with the persons of his choice topics of interest to him which may lead to greater insight into discovering more about himself. This opportunity will be available to the student on a daily basis from the time he enters as a seventh grader until he is ready to enter senior high school. In conjunction with these discussion periods, more lengthy student-staff contact time could be achieved through out-of-school visitations, structured career-related classroom activities, the use of community resource personnel, and a one-to-one relationship with an adult.

OBJECTIVES OF THE PUPILS POTENTIALS LABS

1. To establish a career guidance program through Pupils Potentials Labs and independent study time that values a student-staff member counseling relationship as necessary and helpful.

    a. To give the students a choice of staff members with whom to discuss their career potentials.

    b. To give the students a choice of staff members with whom to discuss their concerns.

2. To develop for the student, through adult-student relationships, a positive attitude toward himself.

    a. To assist the student in discovering his potentials (in a one-to-one and/or small group setting for all students).

    b. To facilitate the exploration of self-interests.

3. To achieve a more comprehensive program of recognizing and referring to counselors those students whose behavior and/or emotional responses hinder their fuller self-realization and actualization.

4. To provide an atmosphere where the students may discuss the relevance between what they are learning in school and their possible vocational choices.

5. To develop a process by which the students can examine the world of work and reach appropriate personal decisions.

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SETTING

Middle homeroom (12:39 to 12:55 p.m.) or pre-arranged IS mods.

Procedure:

1. You will pass out to the student a handbook which lists everyone in the building and what they have done as far as work experiences/ training, and special hobbies in which they are interested.

2. The studen will use the index to look up whatever happens to be of interest to him (either a job or a hobby) and then note those people who have interests similar to his.

3. The student will decide which of the people he would like to talk with and fill out the special form that his homeroom teacher has.

Hosterman Junior High School . Independent School District 281

PUPILS POTENTIALS LABS

Name_____ Homeroom number_____
Homeroom teacher_____

Person you would like to talk to:_____

Circle your IS mods:

Day 1:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 2:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 3:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 4:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 5:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Appointment OK: Day____ Mod____

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4. Collect completed forms and put them in PO boxes or folders of persons named. Example: Sammy Jones, eighth grader, wants to see Mr. Smith; put Sammy's form in Mr. Smith's PO box.

5. When Mr. Smith receives Sammy's form he will check to see what IS mod he could talk to Sammy. He will then fill out the appointment OK with the day and the mod and put the form back in Sammy's homeroom teacher's PO box.

   NOTE: If none of the IS mods will work, then have the student come in during middle homeroom or before or after school.

6. When you as a homeroom teache[redacted]et Sammy's form back, give it to him. He is responsible for keeping the appointment.

7. It is recommended to homeroom teachers that you have folders available for all of your homeroom students. The students may put information regarding talks with people into these folders. The students should be responsible for what they put into their folder. It should be stressed that this is the student's folder.

SUCCESS DEPENDS ON YOU: STUDENTS, PARENTS, AND SCHOOL STAFF

	Better Communication	Improvement of Self-Concept	Greater Awareness of the World of Work
Student	Choose person to talk with and develop question to ask. Take materials home for family discussions.	Discover what your abilities are. Develop favorable feelings about your abilities.	Begin by learning about your parents' occupations. Learn how many different occupations your interests could lead to.
Parent	Encourage students' understanding of your particular occupation. Talk about the program with your child.	Take a positive approach toward your child's abilities and interests. Be willing to accept your child's present abilities. Have and discuss with him, realistic expectations for your child.	Acquaint your child with your occupation. Impress upon your child the dignity of all work. Take an interest in student's exploration. Assist your child in his exploration of occupations.
School Staff	Set up a time and place where good communication can take place. Be willing to discuss interests with all students who come to you. Attempt to create a relaxed atmosphere and a genuine concern for each student's interests. Be honest in your answers to students' questions.	Positively reinforce student's interests and ideas.	Portray your work experiences which relate to student interests. Assist students in developing skill in interaction with adults. Aid the students in becoming more aware of job clusters.

TEACHER ACTIVITIES

The following are only suggested activities which you might do in your Pupil Potentials Labs. Some of the activities will naturally fit in better with one grade level, and we feel you will readily see this.

Possible Topics for Discussion

1. Discuss what your work means to you as a way of living, as part of your self-concept, and as a social experience.

2. Show that school can be compared to the working world.

3. Obtain rules of business firms, have the students discuss how these rules affect work and attitudes toward work, and compare these rules to the ones in the school.

4. Discuss: "You can do anything if you try hard enough."

Activities

1. Make a list of several occupations that we tend to stereotype. Find pictures showing people who are in these occupations but not obviously depicting those occupations. In order to show the students how inaccurate stereotyping is, have them attempt to match the list of occupations with the pictures. A discussion can then follow on how we stereotype people in occupations.

2. Have one or two employers come in to talk about the type of information that is considered from the students' high school records. Have the employer ask questions typical during an interview and have several students react to them.

3. Have the students rank the following in order of importance to them: security, prestige, advancement on the job, money, large home, being in charge of a department or a job. Have them put the lists and their reasons for listing things in this way into their folders for future reference.

4. Have a worker come in to discuss with the students the fringe benefits of his job and how important these benefits are.

5. Have the students list the people in positions of authority in the school system. After they have made this list have them diagram how they think this fits together (who is responsible to whom and for what). Discuss with them role relationships in regard to positions of authority in the school and how this would compare to the world of work.

6. How do we set personal goals? Most people have personal goals even if they're not talking about them. Make a list of your personal

goals; do not put your name on it. The teacher should also have made up a list and obtained lists from other adults. When these lists are done, put them up in collage form on a bulletin board. Then this bulletin board can be used as a discussion on how we set personal goals, who influences our decisions, and how we change.

7. Decision Making: Discuss ideas as to how values might be weighed in determining choices. Form a panel of several employees who would be willing to discuss reasons for their career choice and how they resolved conflicts in deciding between job opportunities.

   Given two or three career possibilities for a particular member of the family model, discuss with students the pros and cons of each choice and consider the likely alternatives for that person.

8. Have the students write what they feel is a typical day for a doctor, lawyer, policeman, or others. Then they can either interview a person in this occupation or have some people in these occupations come in at various times to talk with the students about what they actually do.

9. Have the students list a number of people they admire. Determine reasons why they respect these people. What is it about themselves that brings about appreciation of these characteristics?

10. Have the students select a particular occupation and try to describe our country without that occupation. What would be the total effect on our community and what things would have to be changed in order to compensate for the loss of that occupation?

Films

"Hey, What About Us?"

"You Sold Me, Mrs. Marlow." (Available from University of Minnesota, Audio-visual Extension)

"Where the Action" (Available from Anoka Vocational School)

STUDENT ACTIVITIES

The following are activities that you can do on your own to increase your knowledge and understanding of the world of work.

REMEMBER: Any material you find that is of interest to you should be put into your own folder for future use.

How Do I Talk with an Adult?

Many of us are afraid to talk with people who are not in our own age bracket; but in order to learn more about ourselves, we should take every opportunity to talk with and get to know as many people as possible.

Here are some guidelines to use when talking with people in a different age group:

1. Respect what the person has to say. (This does not mean that you have to agree with what they say.)
2. Be a good listener and be able to discuss your differences of opinions.
3. Have some ideas of what you want to talk about before you go to see the person.

Possible Activity for Developing Communication Skills: Select a person with whom you cannot communicate. This could be a person in your own age group or it could be an adult. By using the guidelines for interviewing (which you will find on the following page) you will feel more confident in approaching the person and carrying out a conversation. If you would prefer to practice using someone you do not know, have your homeroom teacher put some names in a hat and you could draw one.

Occupational Outlook Handbook

Look over the index and find an occupation that interests you; please note that the jobs are not listed alphabetically but by job clusters. (These books are available in the IMC and the career resource center.)

Once you find a job that interests you, you will find the following information:

1. Job description
2. Outlook -- will this be a job that will be around in 20 years?
3. Working conditions
4. Pay
5. Possible employers
6. Skills and qualification needed
7. Training needed and where you can get it
8. Where to write for more information about that job

After you get the information about the job you looked up, here are some things you can do with it:

1. Take some notes about the job and put them into your file.
2. Discuss it with your parents and/or anyone.

Interviewing

Many things can be learned about different occupations by talking with people who are involved in these occupations. Find people who are working in occupations you would like to know about. A good place to start would be with your own parents. People you may want to talk with would be: friends, relatives, neighbors, and school staff.

Before you interview someone, you should write down questions you want to ask them about their occupations. Some possible questions could be:

1. How did you get interested in your occupation?
2. What type of training is necessary for your job?
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After your interviews, write up this information and put it into your folder. REMEMBER: this information is for you, so write it up so that you can use it.

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2. What method of transportation do you want to have?
3. What type of furniture would you like to have in your home?

4. What kind of leisure time activities do you want to participate in (sports, concerts, clubs)?
5. How are you going to support yourself?
6. Do you want to be married or single? If you want to be married, do you want to have children? If so, how many?
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Vocational Schools in the area

Junior Colleges in the area

Private and public four-year colleges and universities

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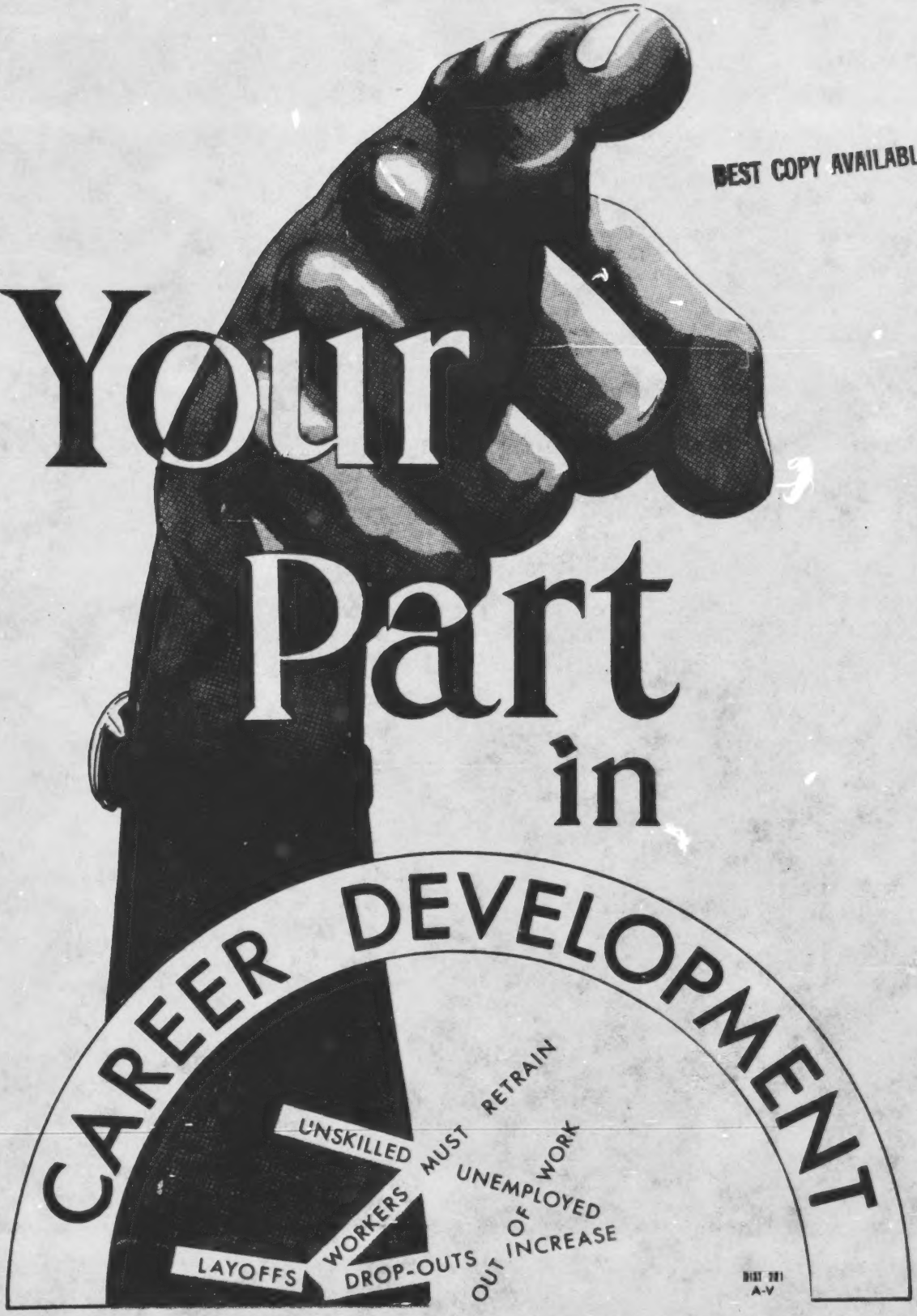
Your Part in



HOSTERMAN JUNIOR
HIGH SCHOOL

PUPILS POTENTIALS LABS
STUDENT

CAREER DEVELOPMENT

Pupil Potentials Labs

Robbinsdale Area Schools
Independent School District 281
August, 1972

Developed by the Hosterman Junior High
School Pupils Potentials Labs Committee:

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Resource Aide

Funded as a Joint Project of the Minnesota
Environmental Sciences Foundation, Inc.,
and Independent School District 281.

For their cooperation and support of Hosterman's
Career Development program, the Career Development
Committee wishes to express their sincere appre-
ciation to:

Lyle D. Mottinger, Principal
Lawrence D. Villars, Asst. Principal
C. Alan Bodin, Asst. Principal

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Robbinsdale Area Schools.

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PHILOSOPHY OF EDUCATION

It is the fundamental belief of the faculty of Independent School District 281 that education in a democratic society should provide an environment in the public schools which will enable the pupils to acquire information, skills, and knowledge; worthy ideals and attitudes; and appreciations and understandings conducive to successful and fruitful living in a changing world. Inherent in this concept of education is the provision for self-realization according to individual needs, interests, and abilities.

The school as an institution of our social order is organized to promote and perpetuate the fundamental aims, purposes, principles, and objectives of our democratic society. It is the function of the public school in a democratic society to take the children of all the people at the level at which they are and develop their abilities to the greatest extent through all school activities.

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CAREER DEVELOPMENT IS IMPORTANT FOR YOU TODAY

The things you have read on the cover are all around you today: on TV, radio, and in conversations with friends. Even though a great deal of written material on careers is available to the public, many people are unemployed or very unsatisfied with their occupations. Many of these unemployed people chose careers that are out-of-date and consequently find themselves skilled at an occupation that no longer exists. Many others are unsatisfied or unemployed because they have no occupational skills at all. Had they learned, or had the opportunity to learn, about choosing a career, this might not have happened.

Through this program we hope you will learn:

1. How many more careers there are.
2. Which careers are preferable to you.
3. What types of training are necessary for certain careers.
4. What salaries and other benefits are involved with careers.
5. What needs to be determined if a certain career has a future.
6. And the many other things that are important for you to consider in choosing your career.

Meaningful opportunities will be provided for you to explore all the areas of interest to you, through counseling with people that have had some experiences in those areas.

By using all the resources provided, you will find job clusters that meet your interests and abilities. You may even find new interests and abilities that are a part of you.

Career development is not actually choosing a career today, but acquiring the tools with which to explore, research, and gain knowledge about the multitude of jobs that are of interest to you. We hope to give you the <u>skills</u> to some day pick the career areas that are right for you.

PUPILS POTENTIALS LABS -- DEFINITION AND RATIONALE

Pupils Potentials Labs will provide the structure by which student-staff interaction will take place. The term staff is meant to include teachers, administrators, counselors, social worker, psychologist, police liaison officer, cooks, custodians, bus drivers, secretaries, aides, and any interested community persons. Specific periods of time will consistently be set aside within the daily structure to allow the student an opportunity to learn more about himself and his abilities as related to career potentials.

The need for a program such as this is exemplified by the following:

- Ninety percent of the careers available are unknown to high school graduates.
- Seventy-five percent of the students graduate with a training disadvantage.
- Twenty percent of our high school graduates complete college educations and our high schools are primarily college orientated.
- Students now in junior high must plan to retrain for jobs five to seven times in their lifetime.
- Students, through lack of job experiences, have not had the opportunity to develop sound work attitudes.
- Today's youth fail to see the need for assessing their interests and abilities as related to career opportunities at the junior high level.

The junior high student of today needs to concern himself with the following in order to gain maximum benefit from high school programs and on-the-job experience:

- More information concerning the world of work and job clusters.
- Better assessment of his interests and abilities.
- An opportunity to develop or initiate proper work attitudes through discussion with experienced workers and participation in other career-related activities.

The Pupils Potentials Labs will offer the student the opportunity to discuss with the persons of his choice topics of interest to him which may lead to greater insight into discovering more about himself. This opportunity will be available to the student on a daily basis from the time he enters as a seventh grader until he is ready to enter senior high school. In conjunction with these discussion periods, more lengthy student-staff contact time could be achieved through out-of-school visitations, structured career-related classroom activities, the use of community resource personnel, and a one-to-one relationship with an adult.

WHAT CAN THE PUPILS POTENTIALS LABS DO?

1. Give you an opportunity to discuss with any of the employees in our building the interests which you and they have in common.

    a. Choose anyone.
    b. Talk with more than one person.

2. Give you confidence in your own abilities.

    a. Discover more about the things that you are good at now.
    b. Discover new talents you have.

3. Find out why the courses you are taking are important to you now.

4. Show you what the world of work is really like, so you can select things that would be more enjoyable for you to do.

SETTING

Middle homeroom (12:39 to 12:55 p.m.) or pre-arranged IS mods.

Procedure:

1. You will receive a handbook which lists everyone in the building and what they have done as far as work experiences/training, and any special hobbies in which they are interested.

2. Use the index to look up whatever happens to be of interest to you (either a job or a hobby) and then note those people who have interests similar to yours.

3. Decide which of the people you would like to talk with and fill out the special form that your homeroom teacher has.

   The special form looks like this:

Hosterman Junior High School . Independent School District 281

PUPILS POTENTIALS LABS

Name_____ Homeroom number_____
Homeroom teacher_____

Person you would like to talk to:_____

Circle your IS mods:

Day 1:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 2:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 3:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Day 4:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15
Day 5:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Appointment OK: Day____ Mod____

50-05-355-Rev.72

4. Return the completed form to your homeroom teacher. This form will then be given to the person you would like to talk to and he/she will indicate the mod that he will be available. The form will then be returned to you and you will go to see that person in the mod indicated.

5. Your homeroom teacher will have available for you a folder in which the information that you get from talking with people and through participation in various activities may be placed. This folder is yours--put in it whatever is of importance to you.

[redacted] 4

SUCCESS DEPENDS ON YOU: STUDENTS, PARENTS, AND SCHOOL STAFF

	Better Communication	Improvement of Self-Concept	Greater Awareness of the World of Work
Student	Choose person to talk with and develop question to ask. Take materials home for family discussions.	Discover what your abilities are. Develop favorable feelings about your abilities.	Begin by learning about your parents' occupations. Learn how many different occupations your interests could lead to.
Parent	Encourage students' understanding of your particular occupation. Talk about the program with your child.	Take a positive approach toward your child's abilities and interests. Be willing to accept your child's present abilities. Have and discuss with him, realistic expectations for your child.	Acquaint your child with your occupation. Impress upon your child the dignity of all work. Take an interest in student's exploration. Assist your child in his exploration of occupations.
School Staff	Set up a time and place where good communication can take place. Be willing to discuss interests with all students who come to you. Attempt to create a relaxed atmosphere and a genuine concern for each student's interests. Be honest in your answers to students' questions.	Positively reinforce student's interests and ideas.	Portray your work experiences which relate to student interests. Assist students in developing skill in interaction with adults. Aid the students in becoming more aware of job clusters.

STUDENT ACTIVITIES

The following are activities that you can do on your own to increase your knowledge and understanding of the world of work.

REMEMBER: Any material you find that is of interest to you should be put into your own folder for future use.

How Do I Talk with an Adult?

Many of us are afraid to talk with people who are not in our own age bracket; but in order to learn more about ourselves, we should take every opportunity to talk with and get to know as many people as possible.

Here are some guidelines to use when talking with people in a different age group:

1. Respect what the person has to say. (This does not mean that you have to agree with what they say.)
2. Be a good listener and be able to discuss your differences of opinions.
3. Have some ideas of what you want to talk about before you go to see the person.

Possible Activity for Developing Communication Skills: Select a person with whom you cannot communicate. This could be a person in your own age group or it could be an adult. By using the guidelines for interviewing (which you will find on the following page) you will feel more confident in approaching the person and carrying out a conversation. If you would prefer to practice using someone you do not know, have your homeroom teacher put some names in a hat and you could draw one.

Occupational Outlook Handbook

Look over the index and find an occupation that interests you; please note that the jobs are not listed alphabetically but by job clusters. (These books are available in the IMC and the career resource center.)

Once you find a job that interests you, you will find the following information:

1. Job description
2. Outlook -- will this be a job that will be around in 20 years?
3. Working conditions
4. Pay
5. Possible employers
6. Skills and qualification needed
7. Training needed and where you can get it
8. Where to write for more information about that job

After you get the information about the job you looked up, here are some things you can do with it:

1. Take some notes about the job and put them into your file.
2. Discuss it with your parents and/or anyone.

Interviewing

Many things can be learned about different occupations by talking with people who are involved in these occupations. Find people who are working in occupations you would like to know about. A good place to start would be with your own parents. People you may want to talk with would be: friends, relatives, neighbors, and school staff.

Before you interview someone, you should write down questions you want to ask them about their occupations. Some possible questions could be:

1. How did you get interested in your occupation?
2. What type of training is necessary for your job?
3. Do you enjoy your work and what are your working conditions?
4. What is the availability of this type of job?
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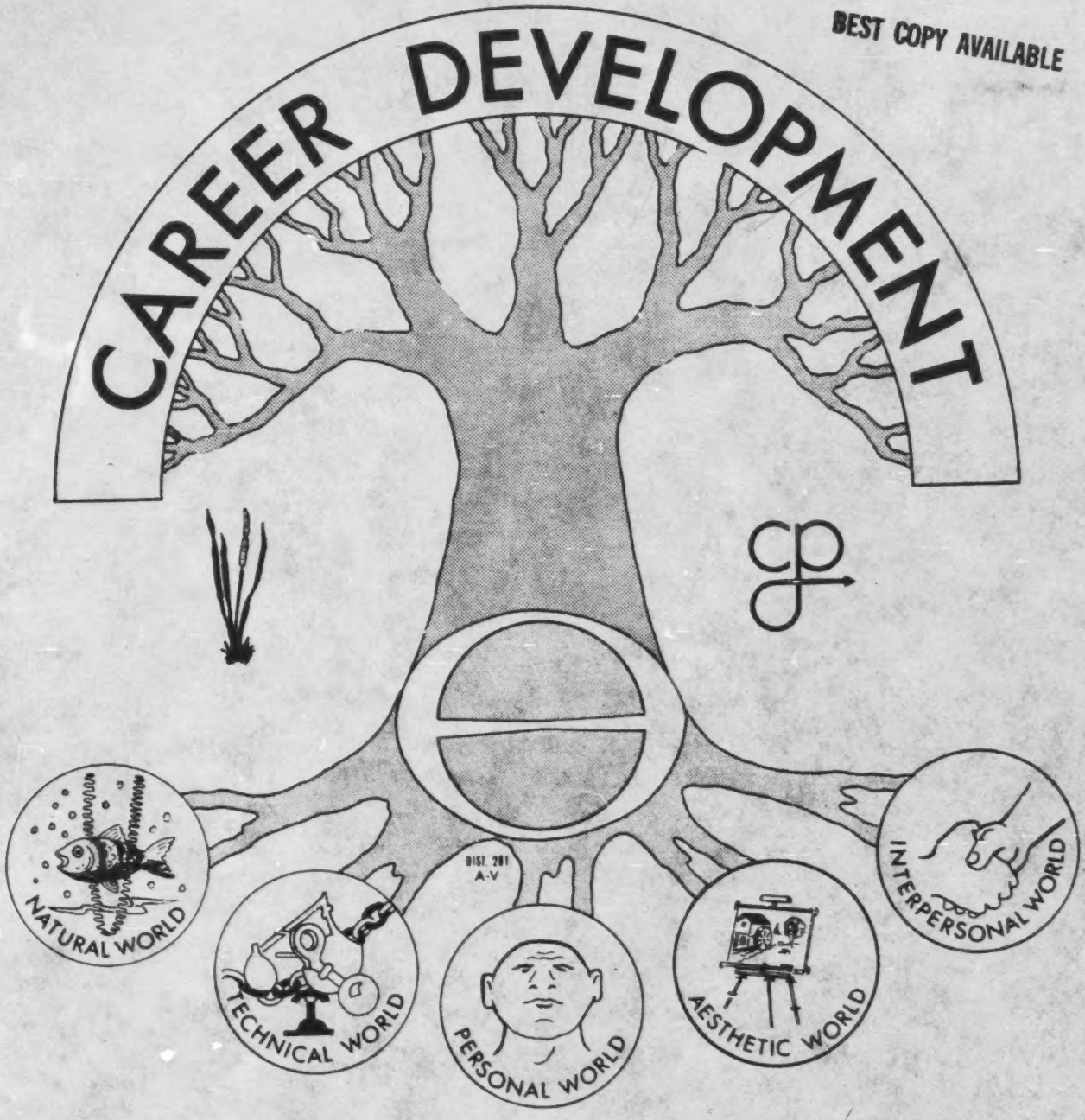

HOSTERMAN
JUNIOR HIGH SCHOOL

WHO AM I ?

To the student:

There is no one like you. You are a real person. No one thinks, acts, feels, or lives like you. It is a good idea to think about yourself and to realize that you will change as you grow into an adult.

We would like to help you know yourself. To think and talk about your hobbies, interests, and experiences with someone else is a way to help you know yourself.

A way to do this here at Hosterman is through what we call the Pupil Potentials Lab or PPL. Your homeroom teacher will give you the PPL materials and explain the procedure. Briefly, this is it:

1. Fill out the "MYSELF" form.
2. Find a person in the PPL Directory--someone who has an interest like yours.
3. Make an appointment with this person.

You are invited to talk with this person again, or make an appointment at any time with anyone else in the Directory. We hope you use the PPL activity to come to know yourself throughout the year.

The Career Development Committee

To the student:

Fill out the following questionnaires. Take your time and be sure your answers reflect <u>your</u> interests and values.

Remember there are no correct or incorrect answers.

[redacted]

[redacted] 3

DECIDING WHO THE 'REAL' PEOPLE ARE

From comments by Charles Osgood on CBS

The first thing you do if you want to destroy somebody is to rob him of his humanity. If you can persuade yourself that someone is a gook and therefore not a real person, you can kill him rather more easily than by burning down his home and separating him from his family.

If you can persuade yourself that someone is not really a person, but a spade, a wasp, a kike, a wop, a mick, a fag, or a dyke and therefore not a real man or woman, you can more easily hate and hurt him.

People who go around making rules, setting standards that other people are supposed to meet in order to qualify as real, are real pains in the neck--and worse, they are real threats to the rest of us.

They use their own definition of real and unreal to filter out unpleasant facts. To them, things like crime, drugs, decay, pollution, slums, etc., are not the real America.

In the same way, they can look at a man and say he is not a real man because he doesn't give a hang about pro football and would rather chase butterflies than a golf ball, or they can look at a woman and say she is not a real woman because she drives a cab or would rather change the world than change diapers.

To say that someone is not a real man or woman is to say that they are something less, and therefore not entitled to the same consideration that real people are.

Minneapolis Tribune
December 12, 1972

[redacted]

MYSELF

Name _____

THIS IS A LIST OF WORDS AND PHRASES WHICH DESCRIBE PEOPLE. IF THE WORD DESCRIBES YOU AS YOU ARE MOST OF THE TIME, CHECK IT. IF IT'S NOT YOU, OR IF YOU DO NOT UNDERSTAND THE TERM, DO NOT CHECK IT.

1. ___ absent-minded
2. ___ active
3. ___ admit mistakes
4. ___ ambitious
5. ___ artistic
6. ___ attractive
7. ___ awkward (clumsy)
8. ___ bossy
9. ___ careless
10. ___ cautious
11. ___ changeable
12. ___ charming
13. ___ cheerful
14. ___ cold
15. ___ complaining
16. ___ confused
17. ___ considerate
18. ___ contented
19. ___ cooperative
20. ___ creative
21. ___ cruel
22. ___ curious
23. ___ daring
24. ___ demanding
25. ___ dependable
26. ___ disorderly
27. ___ dissatisfied
28. ___ dull
29. ___ easy-going
30. ___ excitable
31. ___ fault-finding
32. ___ foolish
33. ___ forgetful
34. ___ friendly
35. ___ fussy
36. ___ generous
37. ___ gentle
38. ___ gloomy
39. ___ good listener
40. ___ good-looking
41. ___ good-natured
42. ___ good sport
43. ___ greedy
44. ___ handsome
45. ___ hard-headed
46. ___ healthy
47. ___ helpful
48. ___ highstrung
49. ___ honest
50. ___ intelligent
51. ___ kind
52. ___ lazy
53. ___ logical
54. ___ lonely
55. ___ loud
56. ___ mannerly (polite)
57. ___ mature
58. ___ mischievous
59. ___ nagging
60. ___ nervous
61. ___ on time
62. ___ organized
63. ___ outgoing
64. ___ outspoken
65. ___ patient
66. ___ peaceable
67. ___ persistent
68. ___ pleasant
69. ___ prejudiced
70. ___ quick
71. ___ quiet
72. ___ reasonable
73. ___ reckless
74. ___ relaxed
75. ___ reliable
76. ___ responsible
77. ___ restless
78. ___ rude
79. ___ sarcastic
80. ___ self-centered
81. ___ self-confident
82. ___ self-controlled
83. ___ selfish
84. ___ sensitive
85. ___ serious
86. ___ sexy
87. ___ show-off
88. ___ shy
89. ___ silent
90. ___ simple
91. ___ sincere
92. ___ slow
93. ___ sly
94. ___ snobbish
95. ___ sociable
96. ___ soft-hearted
97. ___ stingy
98. ___ strong
99. ___ stubborn
100. ___ talkative
101. ___ thorough
102. ___ touchy
103. ___ tough
104. ___ trusting
105. ___ understanding

106. ___ unfriendly
107. ___ unkind
108. ___ unselfish
109. ___ warm
110. ___ weak
111. ___ whiny
112. ___ wholesome
113. ___ wise
114. ___ worrying